

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 8 Writing**

**Text Title:** Writing with Power, hardcover student edition with online access, Grade 8 **Publisher** Perfection Learning

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Writing Summary	Rating		
	Adequate	Limited	No Evidence
8.7	<b>X</b>		
8.7 a	<b>X</b>		
8.7 b	<b>X</b>		
8.7 c	<b>X</b>		
8.7 d	<b>X</b>		
8.7 e	<b>X</b>		
8.7 f			<b>X</b>
8.7 g	<b>X</b>		
8.7 h	<b>X</b>		
8.8	<b>X</b>		
8.8 a		<b>X</b>	
8.8 b	<b>X</b>		
8.8 c	<b>X</b>		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Writing Summary	Rating		
	Adequate	Limited	No Evidence
8.8 d	<b>X</b>		
8.8 e	<b>X</b>		
8.8 f	<b>X</b>		
8.8 g	<b>X</b>		
8.9	<b>X</b>		
8.9 a	<b>X</b>		
8.9 b	<b>X</b>		
8.9 c	<b>X</b>		
8.9 d	<b>X</b>		
8.9 e	<b>X</b>		
8.9 f		<b>X</b>	
8.9 g	<b>X</b>		

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<b>Section II. Additional Criteria: Instructional Planning and Support</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
2. The textbook is organized appropriately within and among units of study.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
4. The writing style, syntax, and vocabulary are appropriate.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>2010 Grade 8 English Standards of Learning</b>			
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8.7	The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	<u>Adequate</u> Limited   No Evidence	Comments:
	a) Identify intended audience.	<u>Adequate</u> Limited   No Evidence	Comments:
	b) Use prewriting strategies to generate and organize ideas.	<u>Adequate</u> Limited   No Evidence	Comments:
	c) Distinguish between a thesis statement and a topic sentence.	<u>Adequate</u> Limited   No Evidence	Comments:
	d) Organize details to elaborate the central idea and provide unity.	<u>Adequate</u> Limited   No Evidence	Comments:

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e) Select specific vocabulary and information for audience and purpose.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
f) Use interview quotations as evidence.	Adequate	Limited	<u><b>No Evidence</b></u>
	Comments:		
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
h) Use computer technology to plan, draft, revise, edit, and publish writing.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	Adequate	<u><b>Limited</b></u>	No Evidence
	Comments:		
b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
d) Maintain consistent verb tense across paragraphs.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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e) Use comparative and superlative degrees in adverbs and adjectives.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
f) Use quotation marks with dialogue and direct quotations.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
g) Use correct spelling for frequently used words.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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8.9	The student will apply knowledge of appropriate reference materials to produce a research product.	<u>Adequate</u> Limited   No Evidence	Comments:
	a) Collect and synthesize information from multiple sources including online, print and media.	<u>Adequate</u> Limited   No Evidence	Comments:
	b) Evaluate the validity and authenticity of texts.	<u>Adequate</u> Limited   No Evidence	Comments:
	c) Use technology as a tool to research, organize, evaluate, and communicate information.	<u>Adequate</u> Limited   No Evidence	Comments:
	d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<u>Adequate</u> Limited   No Evidence	Comments:

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e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
f) Publish findings and respond to feedback.	Adequate	<u><b>Limited</b></u>	No Evidence
	Comments:		
g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		